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Nice Talking with You 1



剑桥国际英语 口语速成

Student's Book

Tom Kenny
Linda Woo



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

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Nice
Talking
You 1

剑桥国际英语

口语速成

Tommy Kew
Simon Price

Cambridge University Press

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剑桥国际英语 口语速成

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北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS



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UNIVERSITY PRESS

图书在版编目 (CIP) 数据

剑桥国际英语口语速成. 1 / (美) 肯尼 (Kenny, t.), (美) 吴 (Woo, l.), 李晶主编.
— 北京: 北京语言大学出版社, 2013.12
ISBN 978-7-5619-3732-7

I. ①剑… II. ①肯… ②吴… ③李… III. ①英语—口语—自学参考资料 IV. ①H
319.9

中国版本图书馆 CIP 数据核字 (2013) 第 303885 号
北京市版权局著作权合同登记图字: 01-2013-0548 号

Nice Talking with You Level 1 Student Book [978-0-521-18808-1] by Tom Kenny and Linda Woo
is first published by Cambridge University Press in 2011. All rights reserved.

This simplified Chinese edition for the People's Republic of China is published by arrangement
with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

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书 名: 剑桥国际英语口语速成 1
JIANQIAO GUOJI YINGYU KOUYU SUCHENG YI
责任印制: 陈 辉

出版发行: 北京语言大学出版社
社 址: 北京市海淀区学院路 15 号 邮政编码: 100083
网 址: www.blcup.com
电 话: 发行部 010-82303648 / 3591 / 3651
编辑部 010-82301019
读者服务部 010-82303653 / 3908
网上订购电话 010-82303668
客户服务信箱 service@blcup.com
印 刷: 北京中科印刷有限公司
经 销: 全国新华书店

版 次: 2013 年 12 月第 1 版 2013 年 12 月第 1 次印刷
开 本: 880 毫米 × 1230 毫米 1/16 印张: 13.5
字 数: 303 千字
书 号: ISBN 978-7-5619-3732-7 / H · 13358
定 价: 39.00 元

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出版说明

《剑桥国际英语口语速成》(Nice Talking with You) 是剑桥大学出版社最新出版的一套初级英语口语学习用书, 由北京语言大学出版社原版引进, 既可以供课堂教学使用, 也完全可以用于自学。本系列教材分为两个级别, 每个级别由 12 个主题单元和 2 个复习单元组成, 每个单元围绕一个日常生活、学习或工作中常见的话题教给学生不同的对话策略。本书为其中的级别 1。

本书的作者是谁?

本书是由来自于日本名古屋外国语大学的 Tom Kenny 教授及其同仁基于大量的英语口语教学实践、对东亚国家英语学习者的深入了解和对他们英语口语学习规律的不断总结编著而成。鉴于亚洲学生在英语口语学习中有很多共同的规律, 因此本书也特别适合中国英语学习者使用。

本书有什么与众不同的地方?

本书不同于其他口语学习用书, 不需要你记忆不同篇幅的对话内容, 而是帮助你运用不同的对话策略进行真实的对话, 谈论你自己或者你身边的亲朋好友。这些真实的对话策略在每种语言中都很常见, 它们帮助你与他人之间建立起良好的关系, 这也是这些对话策略最重要的功能。

本书如何帮助你学好英语口语?

- 你会用到一些见过但是在对话中从来没有使用过的词汇。
- 你会围绕一个容易讨论的话题, 以限时对话的形式进行口语练习。
- 你会学会如何准备对话, 并且练习注意倾听你和你的语伴所说的英语。
- 你会听到来自世界各地的人(英语母语者和非母语者)带有不同发音的真实的英语口语。
- 最重要的一点, 你会掌握一些重要的短语或表达, 让你的对话更流利、更自然, 我们称之为“对话策略”。

本书学习的目标是什么?

当你学完本书时, 你会自然、熟练地使用所有学会的对话策略, 达到与他人自然交流的目的。

每个单元的学习目标是什么?

通过每个单元的学习, 你会学会使用一些新的对话策略, 帮你开口说英语。

每个单元都包含哪几部分?

本书分为 12 个主题单元, 每个单元都有一系列精心设计、紧密联系的口语练习和活动。每个单元的模块和功能如下所示:

Likes and dislikes (喜欢和不喜欢)

这是一个短小的热身活动, 目的是让学生的注意力集中在单元主题上。典型的活動就是学生读句子, 然后根据个人的好恶在表格中进行个性化选择。

Words and phrases (单词和短语)

这一部分列出了与单元主题相关的 20~30 个关键词和短语。学生首先浏览这些词语, 检查是否知道它们的意思, 然后通过 Match it、Fill it 和 Put it together 三个活动练习使用这些词语, 扩展自己的词汇量。

Conversation questions (对话问句)

本部分让学生练习在口语中使用与单元主题相关的常见问句。Watch out! 提醒学生在口语中常犯的错误; Language point 针对出现在本单元的几个口语句型或结构加以精炼的讲解; PRACTICE 供学生

进一步理解并练习上一部分出现的句型或结构。

Conversation strategies (对话策略)

这一部分是每个单元的核心,提供了两页的练习,帮助学生掌握自然、有效的对话策略。学生通过练习对话样例学习高频表达,从而成功掌握每一个对话策略;然后通过与语伴合作,有目的地进行对话练习。

Conversation listening (对话听力练习)

学生会听到三、四个与单元主题相关的对话,对话中再现前面学到的对话策略和关键词语。本部分有三个步骤的练习:

A First listening 第一次听,理解大意。

B Second listening 第二次听,注意关键细节。

C Noticing the conversation strategies 这一步骤让学生特别注意说话者使用的对话策略。

Get ready! (做好准备!)

本部分旨在帮助学生巩固本单元学到的关键词汇、句型和对话策略。学生有机会在提供的表格中写下相关的词句,组织语言,以准备和语伴进行对话练习。

Do it! (开口说!)

学生在这一步开口说话,与自己的语伴进行综合对话训练,把学到的内容用到其中。应该鼓励学生将自己注意到的语伴在会话中用到的有用的词语和表达记录下来,作为自己的口语语料库。

Real conversations (真实的对话)

这一部分让学生听到与单元主题相关的真实语境下的对话。说话者来自于世界各地,他们有的是英语母语者,有的是像我们一样的非英语母语者。听他们不同的发音,鼓励自己说得更好。

Thinking about ... (思考……)

每单元最后一部分鼓励学生批判地思考本单元主题涉及的不同方面。这部分活动精心设计,保证即使英语水平较低的学生也能顺利参与进来。

更多的资源:

本书专门网址: www.nicetalkingwithyou.com

本网站为教师和学生提供更多附加的资源。除了可以下载相关的音频文件,学生还可以点击 Global Voices (全球的声音),听到来自世界各地的人(英语母语者和非母语者)用英语围绕单元主题进行的更多讨论。通过本网站你还可以分享自己对单元主题的想法,与来自世界各地的英语学习者交流学习心得;你还可以访问作者的博客,与作者本人进行在线交流。

自学指导

本书引进之后,我们根据教学需要,请来自北京语言大学、北京体育大学和北京航空航天大学的经验丰富的一线英语口语教师加以注解,使之内容更加丰富、更适合国内师生在课堂上和自学时使用。自学指导为学习者提供针对各个单元每一部分详细的学习指导和建议,每一单元分为生词和表达、对话策略、句型、语音语调、文化点滴等。学习者还可登录北京语言大学出版社网站 www.blcup.com,输入本书名,在“相关资源”处下载更多分享的资源。

致教师

“教师指导手册”为教师提供针对各个单元每一部分综合的、分步骤的课程详解、教学指导和建议,同时也提供更多的文化背景介绍、习题答案、对话原文等。教师可登录北京语言大学出版社网站 www.blcup.com,输入本书名,在“相关资源”处下载即可。

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Welcome to **Nice Talking with You**

What's different about *Nice Talking with You*?

Nice Talking with You is different from other books that you may have used before. There are no dialogs to memorize. Instead, this book will help you have **real conversations**: conversations about you and your friends that help you make and keep relationships with other people. This kind of conversation is very common in all languages, because making and keeping relationships with others is the most important function of spoken language.

How will *Nice Talking with You* help improve your English?

- You'll review **vocabulary** you have probably learned before, but have probably never used in conversation.
- You'll practice speaking with easy topics, using basic questions, in **timed conversations**.
- You'll learn how to **get ready** for conversations and get practice noticing the English you and your partners use.
- You'll hear a **wide variety of English** – native speakers from around the world, even non-native speakers of English.
- Most of all, you'll master some important phrases and expressions that will make your conversations smoother and more natural. We call these **conversation strategies**.

What is the goal of the unit?

You will speak English using the new conversation strategies you've learned.

What is the goal of the course?

By the end of this book, you'll be able to use all the conversation strategies you've learned naturally and automatically.

Good luck and have fun!

Tom Kenny and Linda Woo

How a unit works

Each unit contains a carefully controlled sequence of activities, which build upon each other. The different sections and their functions are shown below.

Likes and dislikes

This is a short, personalized, warm-up activity to focus students' attention on the topic. Typically, students read the statements and check the boxes.

Words and phrases

Between 20 and 30 key words and phrases related to the unit topic are introduced here. Students first get a chance to check if they understand them and then are given focused practice by doing the activities Match it, Fill it in, and Put it together on the following page.

Conversation questions

Commonly used questions related to the topic are introduced and practiced in this section. Watch out! raises students' awareness of common mistakes; the Language point provides a short, one-point Focus on Form; and PRACTICE gives students the opportunity to check their understanding of the Language point.

Conversation strategies

Key conversation strategies that help students manage conversations more effectively are introduced and practiced on these two pages. For each strategy introduced, several high-frequency expressions are highlighted in model conversations. Students are then given a chance to practice these in a controlled manner.

Conversation listening

Students listen to three or four short conversations on the unit topic, which feature the conversation strategies and vocabulary previously introduced. There are three listening stages:

A First listening This provides listening for gist.

B Second listening This focuses students' attention on key details.

C Noticing the conversation strategies This last stage is designed to raise students' awareness of the strategies used by the speakers.

Get ready!

This section serves to consolidate the vocabulary, question patterns, and conversation strategies highlighted in the unit. Students are given a chance to plan for their conversation by writing notes and relevant language in the boxes provided.



Do it!

Students are now ready to put it all together and practice one or more timed conversations with their partners. They are also encouraged to write down expressions and/or words and phrases they notice their partner using.



Real conversations

This section gives students additional listening practice on the topic. These feature unscripted conversations between native and non-native English speakers from around the world, giving students exposure to a variety of English accents.



Thinking about . . .

This last section of the unit encourages students to think critically about aspects of the unit topic. Activities are carefully scaffolded to ensure that even low level students are able to succeed.

More resources

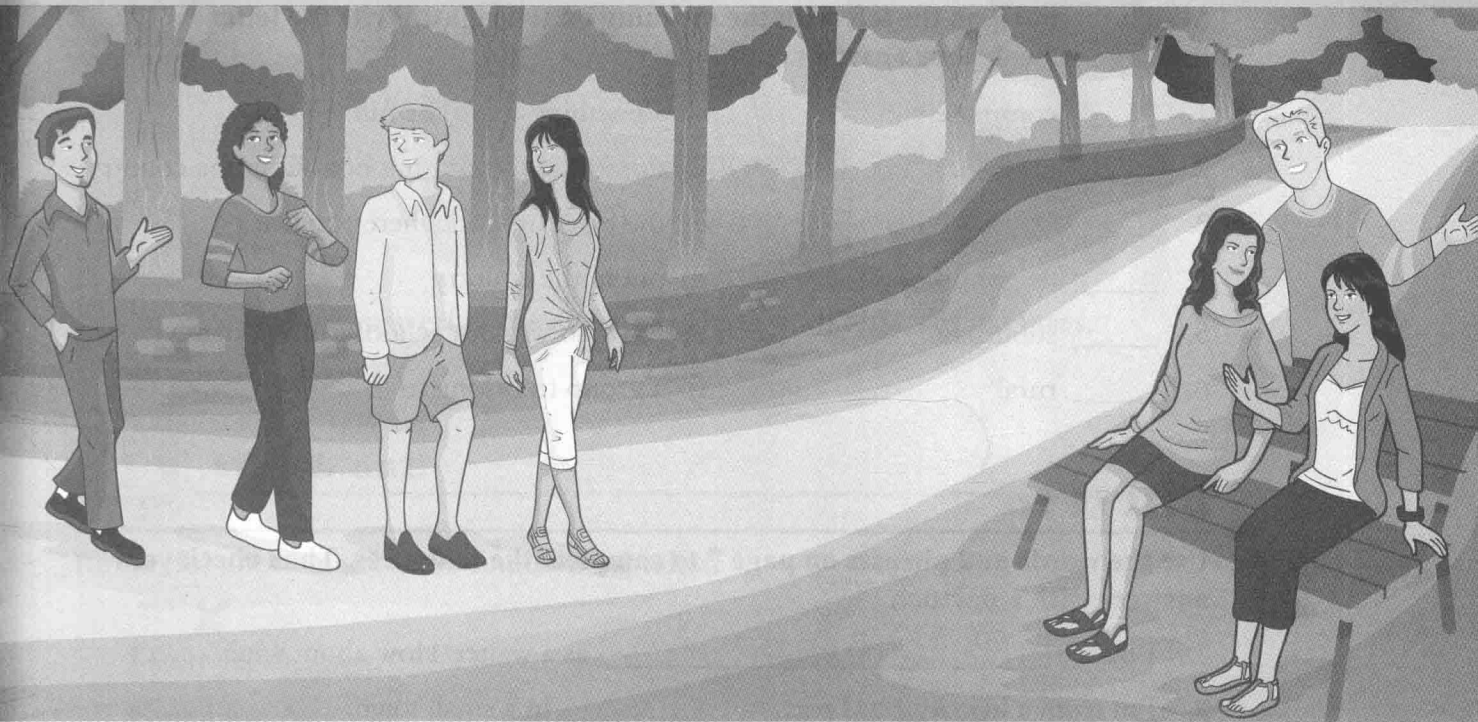
Website www.nicetalkingwithyou.com

Free additional resources for students and teachers can be found on the Website. The complete audio program in MP3 file format is available to download and listen to. Students are also able to listen to Global Voices. These are authentic, unscripted monologues related to the unit topics, spoken by native and non-native speakers of English.

Teacher's Manual

The Teacher's Manual is provided online, and it offers comprehensive, step-by-step teaching notes for all sections of the book, as well as providing a wealth of practical teaching tips. It also contains the answers to all exercises and audio scripts of the Conversation listening sections.

Introductions



Likes and dislikes

Do you like meeting and talking with new people? Read the statements below and put checks (✓) in the boxes.

	Agree	Not sure	Disagree
I like meeting new people.			
I'm nervous with new people because I don't know what to talk about.			
I can't meet new people by myself. I must have a friend with me.			
I make new friends easily.			
I can't start a conversation with someone I don't know.			



www.nicetalkingwithyou.com

Share your likes and dislikes with other people like you.



Words and phrases

Check the meaning of these words and phrases. Then use them to do the activities on the next page.

area	club	free time	parents	south
be interested in	commute	hobby	part-time job	suburban
born	dislike	like	retired	town
by myself	east	married	rural	urban
children	family	neighborhood	school	west
city	favorite	north	single	work

Match it

Match the word on the left with the meaning on the right. Write the letter on the line. Then check your answers with a partner.

- | | |
|-----------------------|--|
| 1. _____ commute | a) something to do for fun |
| 2. _____ hobby | b) not inside the city, but not out in the country |
| 3. _____ club | c) the place around where you live |
| 4. _____ neighborhood | d) out in the country |
| 5. _____ suburban | e) travel to work or school from home |
| 6. _____ rural | f) a group to belong to |

Fill it in

Use the words and phrases on page 7 to complete the sentences. Then check your answers with a partner.

1. I have a _____ as a waiter. How about you?
2. I'm from a big city, but I was _____ in a small town.
3. I like reading books in my _____.
4. I want to be a translator because I _____ learning foreign languages.
5. I live _____, but sometimes I wish I had a roommate because I get lonely.
6. My family lives in a _____ area. It's really out in the country!
7. My _____ sport is soccer.
8. I commute to _____ by train. It takes me two hours. I have to wake up at 5 a.m.!

Put it together

Draw a line to put the sentences together.

- | | |
|------------------------------|--------------------------------|
| 1. My name is Veronica. It's | and playing the piano. |
| 2. I was born in Australia, | so please call me Toshi. |
| 3. My name is Kazutoshi, | sports like soccer and tennis. |
| 4. I'm interested in travel | nice to meet you. |
| 5. I like TV and watching | but I'm from Hong Kong. |



Listen to check your answers.



Conversation questions

What's your name?
Where are you from?
What do you like doing?



Practice asking and answering the questions above with different partners.



Watch out!

Be careful not to make these common mistakes!



~~I from Japan.~~

~~Now, I live Australia.~~

~~I interested drawing.~~



I'm from Japan.

Now, I live in Australia.

I'm interested in drawing.

Practice saying these out loud so you can remember them.



Language point

is → 's

He *is* from Korea. → He's from Korea.

would → 'd

She *would* like to go there. → She'd like to go there.

PRACTICE

Match the verbs. Write the sentence number on the line.

- | | |
|---|------------|
| 1. I'm from Japan. | have _____ |
| 2. We're from the same school. | is _____ |
| 3. I've been playing piano a long time. | am _____ |
| 4. I'll start studying dance soon. | are _____ |
| 5. It's very interesting to me. | will _____ |

Conversation strategies

Starting a conversation

Here are some natural ways to start your conversations.

How's it going?

How are you doing?

Responses

Great!
Good!
Pretty good.

OK.
Not bad.
All right.

Not so good.

If you answer *Not so good*, be ready to say why. For example:

Not so good. I have a cold.

Not so good. I'm sleepy.



How are you doing?

Pretty good, thanks.
How about you?



PRACTICE

With a partner, ask *How are you doing?* five times. Your partner will use five different answers. Then do the same for *How's it going?*

Ending a conversation

Here's a natural way to end your conversation.



Nice talking with you!

You too!



PRACTICE

Work with a partner. Start conversations again. This time, finish with *Nice talking with you!* and *You too!*

Letting your partner talk

Here is an easy way to ask your partner the same question they ask you.

How about you?

This phrase gives your partner a chance to talk.



Hi! My name is Cathy. I'm from the US. I like snowboarding, driving, and listening to music. How about you?



My name is ...

PRACTICE

Use *How about you?* with each partner in your group.

Asking to repeat

Sometimes it's difficult to hear what your partner says. You can use these phrases to ask them to repeat what they said.

Pardon me?

Excuse me?



I like listening to music and XXXXXXXX.

I like listening to music and watching TV.

Pardon me?





Conversation listening



A First listening

Where do the speakers live? Number the places in the order you hear about them. One is not used.

- | | |
|--------------------------------------|-----------------------------------|
| a) _____ in the suburbs | d) _____ in the city, downtown |
| b) _____ in a rural area | e) _____ in a neighborhood nearby |
| c) _____ in an apartment with family | |



B Second listening

What are the speakers' hobbies? Circle A or B.

1. A



B



2. A



B



3. A



B



4. A



B



C Noticing the conversation strategies

Some speakers use the expressions *Pardon me?* and *How about you?* Listen again and decide what they refer to in each conversation. Circle A or B.

- | | |
|------------------------------|--------------------------|
| 1. A where they live | B their hobbies |
| 2. A not missing her brother | B playing her guitar |
| 3. A where he lives | B what movies he watches |
| 4. A where he lives | B if he takes the train |